



Religious Attitude and Emotional Maturity of Student Teachers in Puducherry Region

KEYWORDS

Religious Attitude, Emotional Maturity, RASUS, EMS

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ABSTRACT

The problem under the research was "Religious Attitude and Emotional maturity of student teachers in Puducherry region". Education plays a vital role in enriching the society and human resource. Highly motivated teachers helps in success of any educational system. Hence an attempt was made to study the relationship between religious attitude and emotional maturity of student teachers. The objectives of this study were to find out the relationship between religious attitude and emotional maturity of student teachers. Quantitative approach was used in this study. This study is limited to only B.Ed and D.T.Ed students in Puducherry region alone. The population consists of 300 students, selected from two colleges of education in Puducherry. Results show that there is a positive relationship between religious attitude and emotional maturity of student teachers. It is recommended that student teachers may be given proper yoga training, guidance and counselling to manage their emotions and learn the values of religion that plays a vitality role in everyone's life.

Introduction

The purpose of this study is to find whether the student teacher differ in their religious attitude and emotional maturity. The term attitude plays an important role in human psychology. According to Bogardus (1931) "An Attitude is a tendency towards or against some envision factor which becomes there by a positive or negative valve". Attitudes are enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual's world. Attitudes may be considered as "natural or instinctive" which are learnt through socialization process. Positive religious attitude among the teachers is necessary to induce commitments, secularism and creating better citizens for the society. Religious education creates an attitude that allow young people to acquire a vision which helps to satisfy one's desire both emotionally and intellectually. Emotionally mature person is one who controls his emotions, express emotions in a socially desirable way and has no self pity. Emotionally mature person has a positive self concept and helps the psychological development of a child. Student teachers with emotional maturity can cater the child's psychological and social needs to a better extent. Hence this study is attempted to find out the relationship between religious attitude and emotional maturity of student teachers.

Statement of the Problem

The Problem under the study is "Religious Attitude and Emotional Maturity of student teachers in Puducherry region".

Definition of Terms used

Emotional maturity - Capacity to control and display emotions at appropriate degree.

Religious attitude - Being righteous in facing the life situations.
 RASUS - Religious Attitude Scale for University Students.
 EMS - Emotional maturity scale.

Objectives of the study

The purpose of this study was to find out the relationship between religious attitude and emotional maturity.

- To find the religious attitude of student teachers.
- To find the emotional maturity of student teachers.
- To find out the relationship between religious attitude and emotional maturity of student teachers.

Hypothesis

- There is a significant relationship between religious attitude and emotional maturity of student teachers.

Methodology

The researcher used Normative survey method to study the above mentioned objectives. Questionnaire RASUS developed by R.Krishnaraj and P.S.Balasubramanin -which is a 5 point scale containing 34 items , EMS developed by Yashvir Singh and Mahesh Bhargava -5 Point scale containing 48 items is used in this study. The reliability and the validity of the questionnaire was standardised .

Sample selection

The sample consists of 300 student teachers in Puducherry region selected using random sampling technique from two colleges of education in Puducherry alone.

Limitations

Following were the limitations of the study

1. The study is limited only to B.Ed and D.T.Ed students.
2. The study is limited only to two colleges of education in Puducherry alone.

Result analysis

Questionnaire was used for data collection purpose. The data were analysed employing the statistical techniques-descriptive analysis and inferential analysis to arrive at meaningful conclusions

Table 1

Mean and Standard deviation of the scores obtained in religious attitude.

Variable	N	Mean	SD
Religious attitude	300	119.7	31.64

It is observed that the individual can score a maximum of 170. Since it is 70% of the total possible score it is inferred that religious attitude of student teachers is high.

Table 2

Mean and Standard deviation of the scores obtained in emotional maturity.

Variable	N	Mean	SD
Emotional maturity	300	138.40	32.42

It is observed that the individual can score a maximum of 240. Since it is 57.66% of the total possible score it is inferred that emotional maturity of student teacher is low as higher the score lower the emotional maturity.

Table 3
Relationship between Religious attitude and Emotional maturity of student teachers.

Variable	N	Df	r
Religious attitude & Emotional maturity	300	298	-0.70*

*-significant at 0.01 level

From the table, it is found that the correlation coefficient between religious attitude and emotional maturity of student teachers is -0.70. Since the obtain correlation coefficient is greater than that of table value at 0.01 level of significance, the research hypothesis is accepted. Therefore there is a significant relationship between religious attitude and emotional maturity of student teachers.

Educational implications

This study paves way for these educational implications

- When there is good relationship between the emotional maturity and the religious attitude the academic excellence of the students is good.
- There will be good social relationships with the society.

Conclusion

From the analysis and findings, it is inferred that there exists a positive relationship between religious attitude and emotional maturity of student teachers. The student teachers may be given yoga training to maintain their emotions. The student teachers must be given proper guidance and counselling to manage their emotions. Various relax techniques can be taught to student teachers to control their emotions. Sports and games may be included in their daily training activities. Religious values must be taught in their training period so that they understand them and teach in future.

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